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Students file term papers from the broadcast booth

Documentaries examine everything from gambling to alien abduction

By Richard Cairney

It isn't only students who dread settling down to work on yet another term paper. Equally frustrated by the form, psychology professor Don Heth has discovered a new way students can share new ideas and lessons they've learned. Next week, after logging hundreds of hours in the CJSR recording studios, five radio documentaries recorded by honours psychology students will be broadcast on the campus/community radio station.

"I am so tickled by this," Heth says. "I think a university should be a place of extraordinary experiences, and these students have had an extraordinary experience that has shown them they could do something they never considered possible."

Heth says the idea came from CJSR's news manager Kevin Wilson, a former student who asked if Heth knew of any professors willing to assign radio documentaries in place of term papers. Heth, who was considering assigning Web pages, or a published book of papers, was intrigued. Anything, he reasoned, would be better than another term paper.

"These students are very good—they are very creative. But when a student writes a term paper, the only person who sees it is the professor," he said. That's a lot of work for an audience of one, Heth says. So with Wilson's tutelage, 20 honours students were taught everything they needed to know about producing a radio documentary, from interview techniques to operating the station's state-of-the-art recording and editing equipment.

The programs cover a lot of territory: one examines the way people will interact with machines in the future; one deals with gambling addictions and treatments; one looks at the psychological impact the findings of the Human Genome Project could have on society and two, Heth says, deal with the vague question of "why do people believe weird things?" In response to that question, one group tackled para-



Laura Warner, Erin Bishop, Tatiana LoVero and Michelle Kunnel are among a group of psychology students who produced radio documentaries instead of writing term papers.

psychology while the other zeroed in on the phenomenon of alien abduction.

"They're a pretty resourceful bunch," says Wilson, who co-hosts CJSR's Wednesday morning radio program, *Clockwork Orange Juice*. "They don't list 'Alien Abductees' in the phone book, but these guys tracked one down and called him in Australia and interviewed him. They did a lot of work."

Indeed they did. The students found themselves working in the CJSR studios through the night and well into the early morning.

"We worked two Friday nights, one until 1:30 a.m. and another until 2:30 a.m., just on our script," said Autumn Sorensen, who worked on the gambling documentary, entitled *Beating the Odds*.

based its work on Ray Kurzweil's book *The Age of Spiritual Machines: When Computers Exceed Human Intelligence*.

One of the sources quoted in the program is U of A computing-science chair Dr. Randy Goebel, who gives serious consideration to which elements of humanity he'd be willing to give up if, as Kurzweil predicts, our species morphs with technology rather than evolving naturally.

"We will give up what we like the most with the biggest fight," he predicts. "...I kind of like sex. It's part of my body."

"I think it's amazing that they got him to say that," Heth said. "They brought up a lot of issues for discussion." Heth is impressed that his students contacted experts who, in the program, freely accept a radical notion as a topic for serious consideration.

"In some cases, just doing the interviews was a tricky thing, because how do you talk to someone who says he has been taken into a space ship by aliens and had his body marked, without making it a matter of ridicule? You don't want to insult people—you're talking to them about their beliefs," said Heth.

The students learned about the subjects they reported on, but they learned other things, too. "We picked up a lot of skills, like time management, how to divide up labour—we had to organize this project around all our other assignments," said Cheryl McGee, who worked on *Beating the Odds*.

Heth hopes his students found the project as rewarding as he did when he finally listened to their projects.

"I'll tell you what: in 27 years of teaching, listening to my students say, 'This program was written and produced by...' and then saying their own names was rewarding—really rewarding. It was magical."

The radio documentaries will air on CJSR (FM 88.5) April 17, 18 and 19 at 7 p.m. ■

U of A literacy centre to head national research

Researchers will examine all aspects of literacy development

By Geoff McMaster

Having just landed one of the biggest grants ever awarded to a single project in the social sciences and humanities in Canada, Dr. Linda Phillips and her colleagues are eager to pop open the champagne. As momentous an occasion as it is to receive \$6 million to co-ordinate research on literacy, however, the toast will have to wait.

"These announcements always come through when you're up to your yin-yang with everything else," says Phillips, who's busy finishing the term, attending conferences and adjudicating other proposals. "But we will celebrate—I'll go for the Chardonnay."

The U of A's Centre for Research on Literacy, housed in the education faculty, recently learned it will play a major role in one of four recently announced national Networks of Centres of Excellence, together receiving \$73 million from the three major funding bodies (the Social Sciences and Humanities Research Council, the Natural Sciences and Engineering Research Council and the Canadian

Institutes for Health Research).

Phillips and her team will co-ordinate the literacy arm of the Canadian Language and Literacy Research Network, which received \$14 million in total and is based at the University of Western Ontario. The U of A's Centre for Research on Literacy will receive \$1.9 million of the \$6 million devoted to literacy studies for research conducted at the U of A.

The U of A's literacy centre will work with about two dozen scholars from across the country on a wide range of topics in an effort to understand the complex conditions aiding or hindering literacy.

"[The grant] recognizes that in so much of what we do, literacy is fundamental," said Phillips. And yet despite a significant body of research, she says there is still much to be understood about literacy development. "We're looking at it from not just an educational perspective but from medical, health, psychological, social and economic perspectives as well."

One specific project based at the centre—led by Dr. Christian Beaulieu from

biomedical engineering and Simon McCrea, a doctoral student in educational psychology—involves working with new findings on dyslexia that point to differences in the brain between those with the condition and those without.

Among many projects underway at the centre—conducted by Phillips, Judy Lupart of educational psychology and Anne McKeough of the University of Calgary—one looks at literacy and inclusion, or the study of literacy as it relates to children with learning disabilities. Another examines literacy and second-language considerations in our multi-lingual culture. The U of A centre will also partner with Edmonton's Centre for Family Literacy, helping parents learn the skills they need to impart literacy to their children.

"A lot of the families we work with are of a low educational or low socio-economic level," says Phillips. "They want the same things you and I and our parents wanted for us. But they have not been through a system that allows them to even understand how to make it possible for

their own children."

Phillips admits while it was certainly gratifying to bring in more grant money than the Faculty of Education has ever seen before, one of the best things about being chosen was beating out the University of Toronto, which had submitted a proposal on literacy very similar to the one turned in by Western and the U of A and their partner institutions.

"Toronto has a way of getting things, and here we had the University of Western Ontario, the U of A and some other universities."

In fact, at a meeting last summer to discuss the proposal, "some people, when they learned the U of T was going to be the competitor, said, 'We might as well give up.' Another group of us said, 'No way, let's just give them a run for their money.'"

No one would deny the effort has paid off. The project will run for four years and will be reviewed in another four for a possible extension. "The coming together of minds on this is going to be really exciting," says Phillips. ■

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Workplace review for medical faculty

Dean seeks solutions for conflicting needs

By Richard Cairney

A review panel established to examine the Faculty of Medicine and Dentistry's work and study environment will look at ways to reduce conflicting needs of faculty, staff and students.

Dr. Lorne Tyrrell, dean of the faculty, said the review was initiated by the university to identify existing or potential difficulties faced by students, researchers, physicians and staff. The review will be conducted by a five-member panel. Its members have experience in medical, educational and health care settings and include participants from within and beyond the university's boundaries. The Capital Health Authority, which is responsible for the University of Alberta Hospital, is also involved in the review.

Tyrrell said it's important to examine how things are done in the faculty, particularly in light of sweeping changes in recent years. The faculty is unique in that the dean works with two boards—the U of A's Board of Governors and the Capital Health Authority board. Both the univer-

sity and the hospital have undergone restructuring, following government cutbacks to health care in the '90s, with little time for administrative preparation.

Hospital patients are now almost exclusively the seriously ill who present more challenges, 70 per cent of surgeries are now same-day procedures, staff have been cut back and research grants have skyrocketed. These pressures affect everyone in the faculty, said Tyrrell.

He said in some cases, different groups have different needs and priorities: students have one set of needs, and teachers may have different needs. Many of the faculty's teachers are not paid by the university but through the province on a fee-for-service basis for performing medical procedures and teach for free.

"There may be resource issues. Physicians are working longer hours with more complicated patients and can't fulfil their research or teaching roles as well as they should, and that's a serious problem," Tyrrell said, adding he's not sure what the

solution might be.

"Many of the solutions we need in the faculty are beyond the capabilities of the university," he said. "They are bigger issues: we need to look at how health care and education work together. We are one of the better academic health centres in Canada, but governments and the public need to realize academic health centres are extremely important to the maintenance of the publicly funded health care system."

The review, he adds, comes at an appropriate time. "In this day and age, it's good practice to monitor how we are doing and improve the way we do things," he said.

"It's important you have the courage to hold a review."

The review panel will visit the faculty for a week in late May, to receive submissions from students, faculty and staff. It will report its findings and recommendations to Doug Owram, Vice President (academic). ■

Phys. ed. founder Van Vliet passes away

Raised physical education to new levels

By Ryan Smith

Dr. Maury Van Vliet, the founder of the University of Alberta's physical education faculty and namesake of the campus phys. ed. building has passed away at the age of 87.

Just hours before he died, Van Vliet had been recognized with a standing ovation at the U of A's annual Sports Wall of Fame ceremony. As news of his death spread, tributes poured in.

"We called him the messiah, because he built the U of A phys. ed. program out of nothing," said Dr. Garry Smith, former U of A athletic director and phys. ed. professor.

Born in the US, Van Vliet came to Canada in 1936 to teach at the University of British Columbia. He arrived at the U of A in 1945 and immediately became the football and basketball coach, and in 1962 became director of physical education. He served as founding dean of the faculty of physical education, from 1962 to 1976.

Among many accomplishments, Van Vliet was responsible for creating the university's doctoral program in physical education in the mid-'60s—the first program of its kind in the Commonwealth. In 1979 Van

Vliet received an honorary law degree from the U of A. He was inducted into the U of A's Sports Wall of Fame in 1985.

Van Vliet's efforts and talents reached beyond the U of A community, though, and he will probably be best remembered as the president and chairperson of the 1978 Commonwealth Games held in Edmonton. He also received the Order of Canada in 1979 and was inducted into the Canadian Sports Hall of Fame in 1997.

Smith said an often-overlooked fact of Van Vliet's career was that he was "a driving force" in the foundation of the Canadian Interuniversity Athletic Union and the Vanier Cup, the national championship game for CIAU football teams.

"He was really strong-minded and he had the ability and energy to get things done. His goal was always excellence—he never settled for mediocrity," Smith said.

"Physical education has traditionally had a reputation as being a secondary program in the academic world, but Van Vliet had the vision and power to raise the status of physical education in a lot of people's eyes," Smith added.

Ed Zemrau, the U of A athletic director for more than 30 years, beginning in 1962, remembers Van Vliet as a good friend with a soft touch. "He was unique in so many ways. I could tell so many stories, but I remember specifically when my wife had health problems and we had a full house with four kids, and Maury knew this so he and his wife would make dinner and bring it over to us."

Zemrau also remembers one elemental aspect of Van Vliet's life: "He was the consummate sports lover. He was an outstanding athlete growing up in Oregon, and we would always follow and discuss the basketball and baseball scores, for example," Zemrau said.

"It was his passion for sports combined with intelligence and a political astuteness that allowed him to get so much accomplished," Zemrau added.

Van Vliet is survived by his wife, Virginia, four children, Maury Jr., Victoria, Pieter and Katherine, and many grandchildren. The family is planning to hold a memorial service April 11 at 4 p.m. at the U of A Main Gym in the Van Vliet Centre. ■

A matter of degrees

The arrival of the for-profit university could spell the end of publicly funded education

By David DiCenzo

"You have these private universities that look upon this as a lucrative business. If they come in and set a precedent here, it may mean that any future government that says 'okay, we just want a public education system,' they would not be able to reverse this and get out of the international agreements."

—Parkland Institute director Gordon Laxer

The University of Phoenix isn't trying to fool anyone. When you log on to the institution's web site (<http://www.uophx.edu/>), the home page offers a link entitled Information for Corporations, where a phrase that would make most academics cringe is posted: "Your corporate university."

The school is just that, training working professionals in more than 70 cities and reaching many more across the world via the Internet. And like other private, accredited schools such as DeVry, the U of Phoenix will be crossing the border and setting up shop in Canada, so eager students can train to land a good job.

But the appearance of these institutions on Canadian soil has some people worried, and it has nothing to do with a friendly competition to earn potential tuition dollars.

"There are two major problems," says Gordon Laxer, a political economist and director of the Parkland Institute, a University of Alberta public policy think tank. "The first is that bringing in private education institutions undermines the idea of equal public education access.

Education becomes a commodity and those who have more money can have access to it. Secondly, is knowledge shared or is it privatized? There's this whole debate that is going on in the free trade agreements, they are talking about intellectual property rights and patenting knowledge—that is the totally opposite tradition to universities, which for 700 years have said as soon as someone gets some knowledge they share it with the community. If you make it into a profitable thing and you start patenting it, then you say, 'No, I am the one that holds this knowledge, and you can't have access to this knowledge.' It's the difference between shareware on the computer versus 'this is my stuff, and you have to pay to get it.'

Laxer views bringing in the private-university model as dangerous, especially at this time, as the World Trade Organization is currently discussing the General Agreement on Trades and Services in Geneva. He says the argument is being made that all trades and services should be treated in a commercial way with no discrimination against foreign investors, unless a service is provided exclusively in the public sphere. But if part of that sphere is private, as education in Canada is becoming, the government cannot have a monopoly and the game is open to anyone willing to play. If these international agreements

are approved, within the next year or two the traditional notion of education might die.

"If you bring in private universities like DeVry, then it sets a precedent and every other corporation can say, 'you're giving government money to subsidize the University of Alberta, the University of Calgary, if you're going to do them, we should have equal access to these subsidies,'" says Laxer.

Credibility of the incoming institutions is an issue for some critics, but not for Laxer—even though DeVry is being sued by three American students who alleged the school did not fulfill its promise of providing "cutting-edge" training and instead used outdated materials and equipment. The Chicago Tribune reported that DeVry's stock fell to \$30.31 a share \$8.37, after the lawsuit was filed late last year.

But the school has apparently earned its legal right to be here. As stated by the province's Universities Act, DeVry Calgary has been authorized by the provincial government to offer three degrees: Bachelor of Technology in Computer Information Systems, Bachelor of Technology in Electronics Engineering Technology and Bachelor of Business Operations. Now with 1,400 full-time students, the campus had to go through a testing process by the Alberta Private Colleges Accreditation Board to ensure it was viable. According to DeVry Calgary president John Ballheim, representatives from universities all across the country came to determine whether or not DeVry had sufficient resources to be up and running. The board's final decision was that the school did meet the requirements.

"I do think there is a need to be validated," says Ballheim. "That's what the rigorous accreditation is all about." He says the provincial government decided to give DeVry a

chance because it "adds diversity" to student choice.

"I'm not a political animal—it doesn't matter to me if it's private or public," he said. "What is important is quality assurance. We are serving students and it doesn't make a darn difference if it's Canadian or American."

Ballheim, who originally hails from Iowa, and became a Canadian citizen 12 years ago also says Canadians are "too uptight." The DeVry president understands the emotional reactions to the proliferation of private institutions but argues that the world students are graduating into is a global one, suggesting they need to be prepared for that reality.

For academics and others opposed to for-profit schools, that is exactly the problem. Dr. David Smith, an education professor at the University of Alberta and co-ordinator of the International Forum on Education and Society, argues that the seeds of privatization were planted back in the Margaret Thatcher/Ronald

Reagan era, when there was a return to a radicalized understanding of the free market.

"The DeVry thing comes on the coattails of a 20-year trajectory," says Smith. "Education is referred to as an industry now."

And it is a big-bucks industry. One of Laxer's concerns with private schools is increased cost to the students, and tuition at universi-

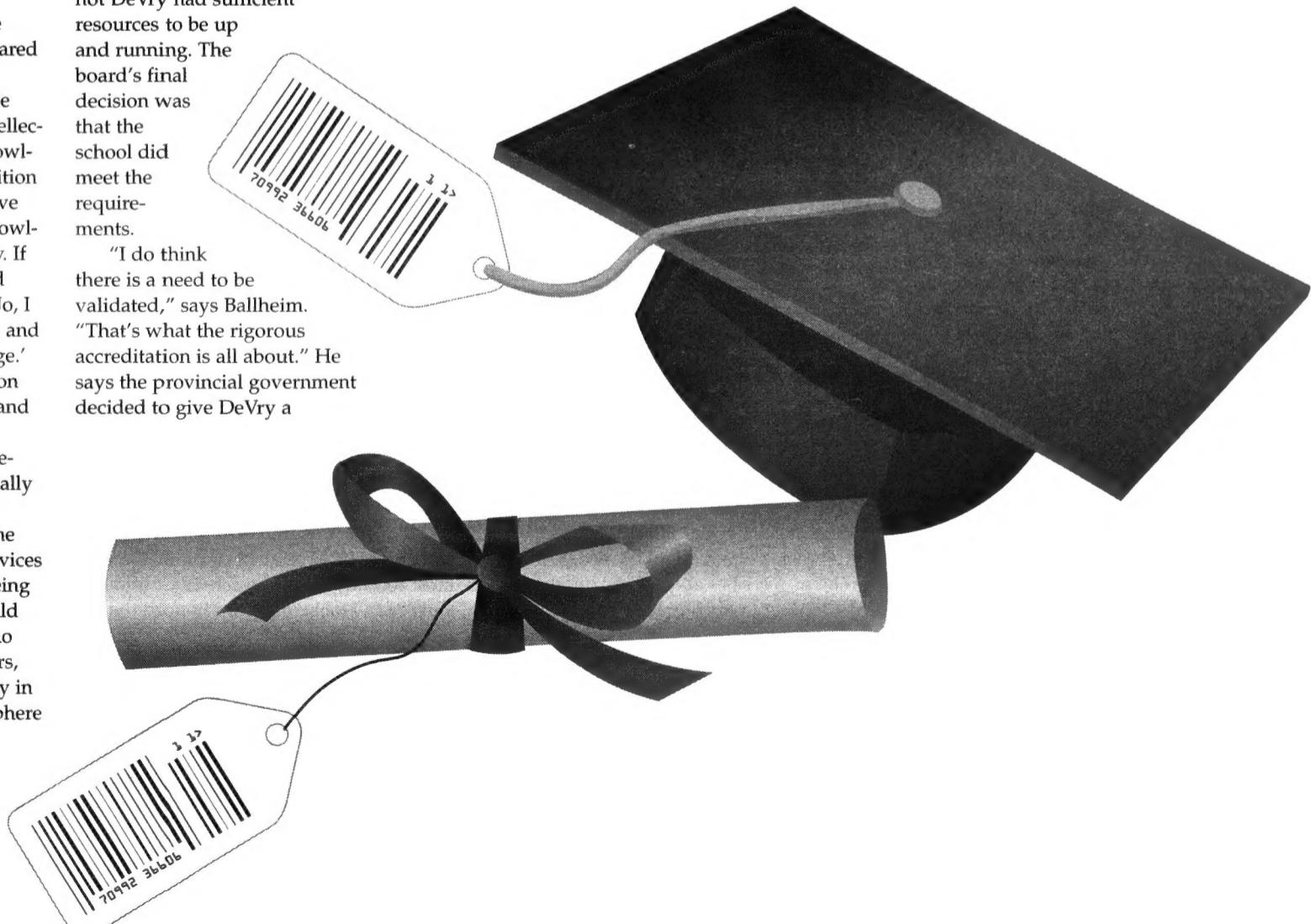
ties like DeVry is higher than the University of Alberta's, for example. In Calgary, DeVry's Bachelor of Technology in Computer Information Systems costs \$4,195 a term, with nine terms required to complete the degree. Fees at the University of Alberta are also \$4,195, but that total covers an entire school year (two terms), with four generally required to earn a degree.

Costs aside, the bigger problem is still a philosophical one, as Smith argues it is the provincial government's desire to privatize more and more. The worst part about it is the quiet way in which the government has instituted these privatization ideals, similar to the health care issues surrounding Bill 11. Smith says there was no debate on the DeVry issue, and the refusal to debate means there is a split between the public and the government.

"It is the decline of democracy," he says. "In a monetarist understanding of the world, money talks—and if you don't have it, you shouldn't matter."

"There used to be an idea of citizenship—to have a real democracy, you needed an educated public to be able to debate the issues, and you needed people with a very broad view," says Laxer. "If you have an idea that it's all just market oriented and all that matters is the value of my skills, you can get a very specialized idea."

"You have these private universities that look upon this as a lucrative business," Laxer adds. "If they come in and set a precedent here, it may mean that any future government that says 'okay, we just want a public education system,' they would not be able to reverse this and get out of the international agreements." ■



Well, if he's not in his office...

Education professor takes students to school on the hardwood

By Ryan Smith

Thirty-two years have not diminished Dr. David Wangler's passion for noon-hour basketball in the University of Alberta Main Gym. The award-winning education professor played every weekday for the first 17 years of his university career, and since then he's toned it down to every Monday, Wednesday and Friday.

"I had to slow down a bit," he explained. "You know, arthritis in the knees, but I'm into weights now and I do stretches that help."

The spry 61-year-old has missed only two days of work since joining the U of A in 1969, and none, he proudly claims, in the past 10 years. He credits, in part, his constitutional basketball games for his continued good health. "As an academic I've live the life of the mind, but basketball allows me to exercise, and the social aspect of it is also healthy, I think," he said.

"He knows everyone and everyone knows him around here," said Bill Sykes, a fourth-year education student who has played in Wangler's noon-hour games for the past three years.

Wangler said the basketball bug bit when his older brother took him to some outdoor courts at a park in Buffalo, New York, when he was just 14 years old. "My dad was a bus driver so we didn't have a whole lot growing up, and I fell in love with the simplicity of the game—all you need is a

ball and a basket and you can play."

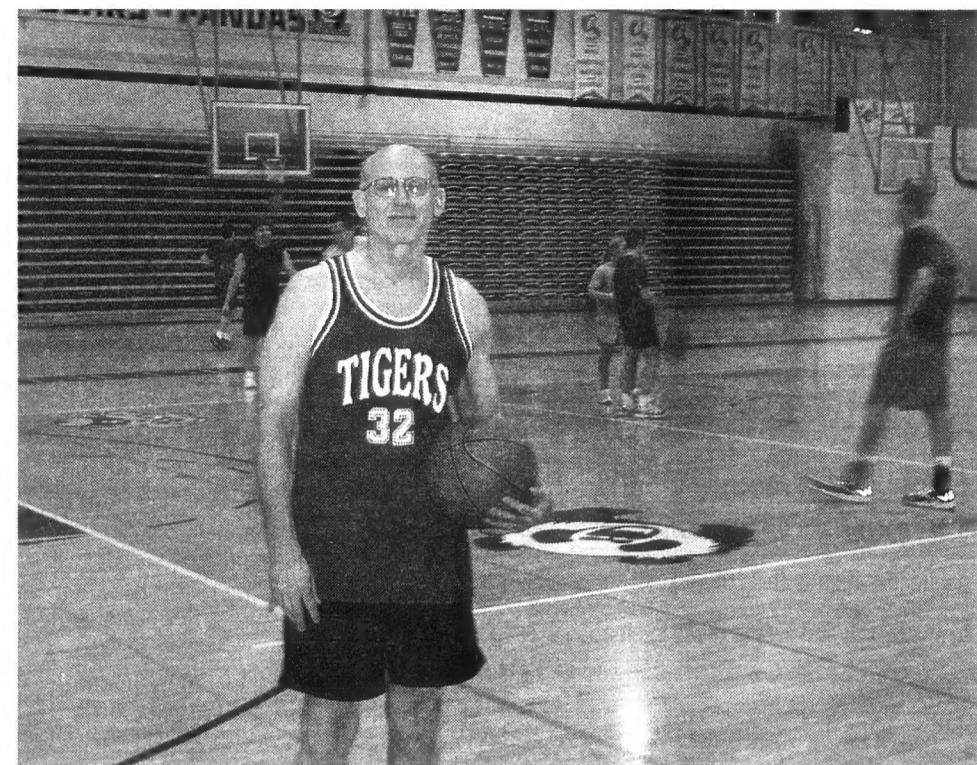
So that's what he's been doing, for years on end. Over time, Wangler's played with a lot of different regulars—he mentioned fellow professors Drs. Dick Kimmis, Jack Heidt, and Garry Smith (who still plays)—as well as some varsity Golden Bears and Pandas, but his sidekick for a long stretch was Dave Cantine, a former fine arts professor.

Cantine "isn't very tall," said the six-foot

Wangler. "And he's not prepossessing on the court, but, I tell you, he's a terrific shooter, and I'd say it was probably the greatest joy in his life to beat younger, more athletic players."

Wangler added that out-playing younger players, and playing as an underdog and winning when "you're not supposed to," also gives him a thrill. However, Wangler says that competition is not the essential thing. Over the years he's suffered sprained ankles and broken different fingers so often that some are "disfigured," but he says the injuries only tend to happen when the games get too competitive.

"There are problems when it gets too intense, so we shift the games away from that. The most important things are that everyone stays healthy and has fun—that's why I've played this long and hope to continue for many more years."



Dr. David Wangler has been schooling students in the game of basketball for more than three decades.

Academically, he's no slouch in the classroom, either. The high-energy father of four has been known to burst into class dressed as Socrates or Freud and was declared winner of the Rutherford Award for Excellence in Undergraduate Teaching in 1987. But he teaches a few lessons on the basketball court, too.

Wangler has never played for a team in an organized league, but that hasn't prevented him from becoming an expert in the nuances of the game, say Sykes and fellow fourth-year education student Ron

Davies. "He knows the game so well," said Sykes. "He is excellent at moving without the ball, and his shot, well, he's deadly from the outside."

You'd imagine that stepping into Wangler's court could be intimidating, but it's fairly relaxed, says Sykes. "He makes everyone feel welcome." In fact, Sykes and Davies say one of the things they'll miss the most about the U of A, after they graduate, will be the half-court games with Wangler. "I've never had him as a prof, but I would've liked to." ■

Breaking down the myths about dangerous seniors

Researcher pokes holes in phoney impact of an aging population

By Gilbert A. Bouchard

You can't accuse Dr. Herbert Northcott of being an ivory tower academic. The prolific University of Alberta sociology professor's studies encompass applied health analysis of a broad range of issues, such as occupational stress, quality of life for people with kidney disease, the socio-psychological aspects of hypothyroid disease, and, most recently, death and dying and the sociology of aging.

Northcott's paradigm-busting work on population aging trends covers an area that's receiving a lot of media attention—most of which is painting inaccurate and negative pictures of the impact seniors have on society. "The population aging trend is about the increase in the percentage of the population that are seniors," explains the University of Minnesota PhD graduate, who joined the University of Alberta in 1976. "While people tend to assume this is driven by increased life expectancy, it's primarily driven by lower fertility."

The problem with the public dialogue around this trend is that it's all too easy to misconstrue, leading to talk of an "impending demographic crisis."

"It's also interesting to note that Alberta has the lowest percentage of seniors in Canada and only half the percentage of seniors compared to Scandinavian countries—yet when we surveyed a representative sample of adult Edmontonians we found that they believed seniors would constitute a crisis—a belief that has no justification. People heard it articulated so much that they believe it. When I reviewed all the local needs assessment surveys I found that most seniors are healthy, happy and living independently. It's simply a myth that most seniors constitute a burden."

—Dr. Herb Northcott

Northcott goes as far as to say that, if there is a crisis, it's being constructed, and it's almost "apocalyptic" in tone.

"We talk about it as a challenge, a problem, a crisis—apocalyptic demography leading to eventual and inevitable economic and social disasters, including pension shortfalls and a health-care system collapse as a suddenly seniors-top-heavy population sucks the public purse dry with their pension and health care needs—this is simply not going to be true."

The Winnipeg-raised author of *Aging in Alberta and Changing Residence: The Geographic Mobility of Elderly Canadians* points out that these demographic trends unfold very slowly, sometimes over the course of decades, giving us plenty of time

to prepare.

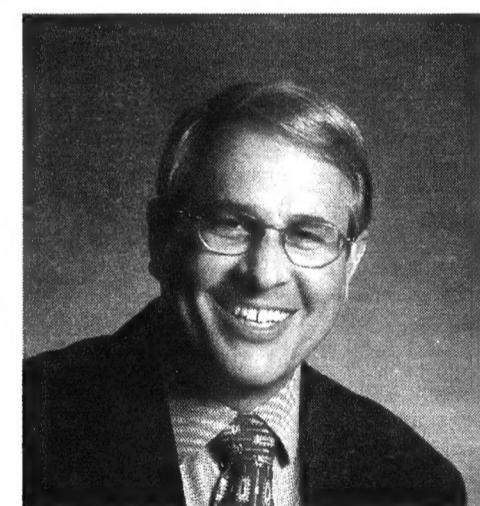
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"When I reviewed all the local needs assessment surveys I found that most seniors are healthy, happy and living independently. It's simply a myth that most seniors constitute a burden," explains Northcott, who's often called upon to speak and write about public policy concerns.

Not only is Northcott deeply dedicated to his myth-busting research work, he's also hard at work re-examining the long-held biases in pedagogical practices—work undertaken largely on behalf of his teaching duties in Aboriginal communities.

"I'm teaching university-level sociology courses in Aboriginal communities, most recently at Maskwacis Cultural College in Hobbema, and I noticed the Eurocentric textbooks, style of lecturing and exams were not working very well."

The solution Northcott came to was to eliminate the textbook altogether and ground the course in the experience of the Aboriginal students themselves. "To eliminate the Eurocentric pedagogy we don't have exams. Instead, the students write a weekly essay on class discussion, and I've eliminated the white-guy-standing-at-the-front-of-the-class lectures where the students just passively take notes. Often we



Dr. Herb Northcott

sit in a circle and take turns illustrating and discussing the daily topic."

Now, Northcott is hard at work designing two spring session courses for his main campus classes that he hopes will reduce the "tyranny of the textbook and the lecture" even in the large classroom context. For Northcott, this work is part of a larger trend across the whole study of sociology to question biases and explore connections with other disciplines.

This new interdisciplinary energy comes naturally to someone like Northcott, who has always enjoyed blurring boundaries and has personally fostered connections with many other disciplines, including nursing, medicine, demography, geography, economics and business.

For his works, Northcott has been awarded one of eight U of A Killam Annual Professorships for the 2000-2001 academic year. ■

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Charter's flaws exposed, even before challenge is launched

Nunavut premier is right to be angry, but that won't help his case

By Leslie Sax

Paul Okalik, the Premier of Nunavut, is considering launching a Charter challenge against the federal government, claiming it is violating the Constitutional rights of the citizens of Canada's newest territory. The challenge is based on the desire of Inuit people to be treated as equally and fairly as other Aboriginal people in Canada. Okalik claims the new territory is being short-changed: faced with growing pains as it establishes itself, Nunavut faces a \$12-million deficit this year. The territory's leaders say their people are not enjoying the same Constitutional rights and economic programs, including medical benefits, housing and employment, provided to Aboriginal persons living in the south. News reports of the contemplated challenge are unclear on the point of whom the challenge is for: is it for all the Aboriginals in Nunavut, or the few who live on its reserves, all Aboriginals in that territory or for the non-Aboriginal people?

Assuming it is a challenge for Aboriginals, it is true that section 35 of the Canadian Charter of Rights and Freedoms recognizes the rights of Canada's Aboriginal peoples, including Inuit; however, there is yet to be a case in which those rights are defined for each Aboriginal person. Our justice system allows for valid challenges to the Charter on a particular right but the courts are reluctant to give an accounting of what Aboriginal rights are, *per se*. Each individual challenge either affirms or denies a particular right but that is as far as the courts will go—the Aboriginal right that is before the court in a challenge does not automatically go to each Aboriginal person once affirmed. It belongs only to the person or persons bringing the challenge.

So Aboriginal rights are different for

each Aboriginal person. If the premier of Nunavut wants to launch a Charter challenge, the first thing he needs to decide is what rights have been violated. "If you live in a reservation you get housing," Okalik told reporters recently. "But if you live in our territory you don't, even though you are Aboriginal as well." First of all, Nunavut is not a reserve. Secondly, do the

Many Aboriginals are not entitled to obtain government sponsored housing, because they do not live on a reserve. Aboriginal rights are not unlimited rights. They are rights based on past historical dealings with government, which flow from treaties, oral history and the Indian Act.

The people of Nunavut, then, must look at their history and past dealings with the government. Are there any treaties that have been violated in the past? Has the government breached its fiduciary duty towards the Aboriginals based on past treaties? Before the premier makes a decision on any challenge he must first find out exactly what the people of Nunavut are entitled to from the government, based on the actual contract for the creation of this territory.

Have the Inuit given up their Aboriginal rights in order to be self-governing? It seems so. Are there past treaties, which have been broken with the inception of this agreement? There is a lot of history, both written and oral, that must be dealt with in order to decide if an Aboriginal right exists and if it has been violated.

The premier may want to look at it from the perspective that the federal government

has an obligation to deal with any province or territory because they all form a part of the country. Again, any territory in Canada is ultimately the responsibility of the federal government, which has a fiduciary duty to deal fairly and properly with the people within these territories. The government's responsibility to its citizens does not disappear once a territory is incorporated.

The federal government will want to know what happened to the infrastructure that existed prior to Nunavut becoming a territory. Was it completely destroyed and a new one put in place or do the same procedures still exist? This is an important part of how the territory functions. Many questions need to be answered in order to decide what rights are available for both the Aboriginal and non-Aboriginal peoples. The territory of Nunavut cannot be sustained on the same level as a province, such as Alberta. The natural resources are not the same, the population base is not the same and the people are not the same. Each individual province or territory must be looked at on its own. Just as the standard of living is different between the city and the country, Nunavut's economy will also differ from the economies of its neighbours.

The problems the people of Nunavut face are difficult ones indeed. The fact that most of the population consists of Aboriginal persons makes this problem more significant, based on the oppression, that has been consistent throughout Canadian history, of a people who simply want what they are entitled to. It is not good enough for the government to simply say Aboriginals have rights. The situation Nunavut finds itself in clearly illustrates the Charter's flaws. It is time for the federal government to help all Aboriginal people and put an end to the merry-go-round of who has what rights. Although section 35 of the Charter tells us that Aboriginals have rights, the difficulty is in not knowing what rights.

(Leslie Sax is a second year student in the Faculty of Law at the University of Alberta and president of the Aboriginal Law Students' Association.) ■

English professor remembered as a gifted teacher

Christopher Drummond gave us three remarkable decades



Christopher Q. Drummond, Emeritus Professor of English, died suddenly at his home March 26, 2001. Professor Drummond was born in Chicago, Illinois, on January

31, 1932. He joined the University of Alberta English Department in 1969 as a specialist in English Renaissance Literature and later became a Canadian citizen.

He delivered the first of the department's annual Broadus lecture series under the heading *An Anti-Miltonist Reprise: The Milton Controversy*. And since, in addition to being a distinguished scholar, Drummond was also a powerful critic, this ensured that the series got off to a lively and controversial start. His Milton lectures were subsequently published—one of them alongside a piece by George Grant—in *The Compass*, a journal that lasted from 1977 to 1980 and that was run from the English department. Drummond was the main inspiration behind the founding and running of this journal, which was edited by two graduate students—John Baxter (now Professor of English at Dalhousie University) and John Thompson (formerly with Athabasca University, now freelance English teacher)—and which was praised in the pages of the *Times Literary Supplement* and the *University of Toronto Quarterly*, among other places.

Before Drummond joined this university, he had won an award for outstanding teaching at Oberlin College, Ohio. And no doubt his major achievement, while he was with us, was as a teacher. Of the many battles he fought on behalf of the teaching function, it's worth recalling the appeal he made—bravely using his own case as the occasion—to the Arts Faculty to try to win more recognition for teachers. In the process, he argued eloquently and at length for the importance of distinguishing between, on the one hand, the kind of indispensable research that feeds into one's teaching and, on the other, the kind of publication that may or may not do that. He perhaps inevitably lost the appeal but the courage he displayed deserves to be remembered and honoured.

If Drummond was a great Socratic teacher, it was because he was a great researcher, someone who never stopped reading widely, thinking deeply about what he read, and sharing it with his students and colleagues, in the kind of conversational exchanges that enriched all who experienced them. He was active to the end, attending lectures.

still doing some teaching, and sending off essays he had written on Milton and Bunyan to an English publisher who had asked to see them.

When Drummond retired, Gordon Harvey, who teaches writing at Harvard, put together a collection of essays and poems in his honour, by some of his colleagues and former students, under the title *Not Always To Be Taught*. The title is taken from the following passage in Ben Jonson's *Discoveries*: "I take this labour in teaching others, that they should not be always to be taught: and I would bring my precepts into practice; for rules are ever of less force, and value, than experiments."

Drummond is survived by his sister, Mary Morris and his brother, Peter; his wife Margaret; his seven children, Alison, Alexander, Benjamin, Ian, Andrew, Robert, and Anastasia; and his two grandchildren, Aurora Drummond and Lydia Batty.

In lieu of flowers, donations may be made to the Christopher Q. Drummond Scholarship Fund, c/o Professor James Marino, Dept. of English. ■

folio letters to the editor

Impending closure of Canadian studies shows poor judgement

Regarding the article about the closure of Canadian studies (The demise of Canadian studies: the end of an era? Folio, March 23): the University of Alberta has done it again—no wonder I feel no loyalty to such an institution. I am sick of the U of A making decisions that make business sense only, but make no sense whatsoever from a responsible and scholarly view.

Drat! I thought we had won the battle for Canadian studies a generation ago.

Pardon my ignorance - I hadn't realized that some battles never end. I think it's time that the universities 'partnered' with the citizens of the country once again, and not with Big Businesses which see a niche from which they can extract a profit. Of course there is not much money in Canadian Studies, is there?

Signed, a frustrated and disgusted member of the U of A alumnae.

Nancy Semple Heule
Edmonton

folio letters to the editor

Folio welcomes letters to the editor. Send your thoughts and opinions via e-mail to richard.cairney@ualberta.ca, fax at 492-2997, or by mail to Folio, Office of Public Affairs, 6th floor General Services Building, Edmonton, Alberta T6G 2H1. Letters may be edited for grammar, style, accuracy and length.

Star-crossed BFA grads meet on stage

Citadel's production of Romeo and Juliet is bursting with U of A talent

By Gilbert A. Bouchard

The Citadel Theatre's production of *Romeo and Juliet* currently on the boards of the Maclab Stage feels a bit like a convention of the University of Alberta's BFA Theatre program. Eight of the principal performers—including Brian Marler (class of '93) and Tara Hughes (class of '97), as Romeo and Juliet—are graduates from the university's prestigious theatre program. And five of the show's directorial and production staff, headed by Tom Wood (class of '72), are also graduates or theatre department faculty.

That high percentage of home-grown talent comes to no surprise to the Citadel's Artistic Director Bob Baker, the first Albertan to head the famous regional theatre and a U of A BFA grad himself (class of '74).

"We're certainly not consciously hiring people from the U of A, but it does say a lot about the number of talented people in the industry who have gone through the university and are still in the business," said Baker who has also taught in the department.

According to Baker, a regional institution like the Citadel needs significant connections to the community in order to thrive and would be making a mistake to not embrace a resource the size and quality of the U of A BFA program. Having said that, Baker admits the Citadel hasn't always been so open to local talent, something he's tried to turn around, in large part because of his personal awareness of the quality of the talent produced at the university. "U of A grads are everywhere, in part because the program's been going on for so long. You have artistic directors, designers, actors, all across the country going back 30 years. There's also a really decent percentage of graduates still working in the field years later."

Marler, a Sterling Award-winner who's graced stages across Canada, including the Shaw Festival, agrees with Baker as to the value of a U of A BFA training, adding that only the National Theatre School is bandied about as much as the University of Alberta.

Hughes goes a step further and adds



Brian Marler and Tara Hughes in a scene from *Romeo and Juliet* at the Citadel Theatre: they're working in the company of fellow U of A BFA grads.

that her U of A training has given her a definite advantage in the competitive theatre world.

"The program does give you a real edge on the competition," says the eloquent actress who's marking her fourth Citadel production. "You leave knowing how to write audition letters and other business-related skills on top of your acting tool kit."

Experience on the Timms Centre stage is also a clear professional benefit, she added. "The Timms stage is very large and intimate at the same time—a great ground-breaker to help you work on a stage like the Maclab. You know that you have to work really hard to reach every seat in the house."

Regardless if your BFA studies were

during the '70s or the '90s, memories of the intensity of the program are constant. Baker, Hughes and Marler all say it took them several years after graduation to assimilate all they learned in the intensive program—a learning experience that went far beyond the official syllabus. Marler, for example, credits the program for honing his people skills, an aspect of an actor's life that's often overlooked, but of vital importance if you're working as part of a tight company during a six-month festival season. Hughes is quick to note that the drive the program instills in its participants is necessary in a self-starting business like the theatre world.

As for Baker, the acclaimed director who's previously headed up Toronto's Canadian Stage Company as well as

Edmonton's legendary Phoenix Theatre, the U of A gave him his first taste of theatre management.

"When I was a student at the U of A, a bunch of us started up the Alberta Barter Theatre and put on seasons of four plays per summer over in the (Corbett Hall) courtyard," says Baker with a sly nostalgic smile. "We did everything: built the sets and costumes, sold the tickets and hauled the chairs in and out of the courtyard. I can tell you I saw the sun rise more than once from the roof of Corbett Hall after an all-nighter spent working on a show."

"It was a formative experience that completely committed me to the theatre—I knew then that I was a lifer."

Romeo and Juliet runs at the Citadel Theatre until April 29. ■

Jacobson finally finds competition at elite camp

She's aiming for personal best at Boston Marathon, and hopes to compete at the World's

By Geoff McMaster

With the Boston Marathon drawing near, the University of Alberta's Sandy Jacobson is in high gear, convinced her chances at turning in a personal best performance have never been better.

With her sights set on qualifying for the World Championships in Athletics to be held in Edmonton this August, Jacobson has spent the last two months at the Fila Discovery USA Spring Marathon Training Camp near San Diego, California, an elite camp for the top marathon runners in North America. She says the training routine is grueling at times, but she believes it's paying off.

"I'm definitely getting stronger, especially in terms of hills," says the administrative co-ordinator of the U of A's Functional Foods Alberta Centre of Excellence. "I think I'm going to be faster, because if I can do 2:39 with the type of training I was doing at home, I've got to be able to run faster with so much more quality and quantity."

The Fila camp—in the town of Alpine, a half-hour drive from San Diego and about 3,000 feet above sea level—is run by Dr. Gabriele Rosa, the renowned coach who has operated a similar camp in Kenya which, in

recent years, has produced the best long-distance runners in the world. What makes Rosa's program unique, says Jacobson, is an emphasis on the quality or intensity of a run, rather than simply on distance and endurance.

Typically, the 10 runners in the camp (five women and five men) will run twice a day, at 7 a.m. and 4 p.m. Running for about an hour each time, they'll complete four legs, each progressively more intense, building up to racing pace. Sometimes they'll do more specialized training, such as running 12 miles straight, uphill. They run between eight and 12 miles each day, lately about 130 miles a week.

And there are no rest days in the program, which Jacobson admits can be tough.

"It's almost like boot camp," she says. "They break you down and build you back up... There are days when you just do not feel like running. Adjusting to the

"In Edmonton there are not a lot of people to run with. But here, you're running with four of the top runners in North America. You've got partners to push with, race with—you really work together as a team."

—Marathon runner

Sandy Jacobson

mileage and the intensity, there are times when physically you're wiped, and mentally it's hard to keep focused...."

"But that's what [the camp] teaches you, because the marathon's a lot like that—your mind kind of plays tricks on you. It's about being mentally strong."

One of the advantages of training with elite athletes, she says, is that she finally has running companions who can keep up with her. "In Edmonton there are not a lot of people to run with. But here, you're running with four of the top runners in North America. You've got partners to push with, race with—you really work together as a team."

Jacobson, an administrative co-ordinator at the University of Alberta's Functional Foods Alberta Centre of Excellence, is hoping all this focused training will secure her a spot on the Canadian women's marathon team to

compete this summer at the World's. The top five women in the country will make the team, and Jacobson is currently ranked fifth.

However, she points out the race to qualify is not over yet. One runner ranked below her, for example, stands an excellent chance of turning in a strong time in London, Ont. next month, which could jeopardize Jacobson's spot.

"But I think I can go a lot faster in Boston," she says with all the confidence in the world.

"And I still have one more chance if I need to run the Ottawa Marathon on May 13, which is the last run before selection."

Nothing would make Jacobson happier than competing at an international event in her own home town. "A lot of people have supported me in my running, and it would be a real treat to be able to give back and share the experience with so many others."

Check ExpressNews (www.ualberta.ca/ExpressNews) to read a series of diary entries by Jacobson, which began April 6, as she prepares for the Boston Marathon April 16, and for the World's in August. ■

Documentary's a labour of love

Filmmaker hopes to raise awareness of the plight of Nicaraguans

By Tom Murray



Bill Moore-Kilgannon was already a student of Central American politics when he and his wife spent more than half a year touring Nicaragua during their honeymoon, a holiday that coincided with the extended turmoil of the American-backed Contra war.

"I saw that what was going on was nothing like what was being reported," says Moore-Kilgannon, executive director of the Parkland Institute, a

University of Alberta public policy think tank. "For the first while, the world media was watching closely. But after the 1990 elections (turming the Sandinista government of Daniel Ortega), everyone packed up and left, assuming that the problems were solved."

The reality was that years of bloody struggle had gutted the country. The economy had fallen away completely; health care, education and any semblance of a social safety net was now gone. Stirred by what he'd seen, Moore-Kilgannon put together his first film documentary, *Growing Free*, a look at three Nicaraguan youths from different parts of the country.

The success of his first effort encouraged Moore-Kilgannon. He hooked up with Academy Award-winning documentary filmmaker Barbara Trent (*The Panama*

Deception) to try and raise money for another feature. When that fell through, he returned to the subject of *Growing Free*, and returned to Nicaragua. For the last three years, he has been piecing together *Rhythm of the Street*, an hour-long documentary following a group of Canadian students as they interact with Nicaraguan youth.

Seen through the eyes of the Canadian group, whose members vary in age from 16 to 21, the street kids of Nicaragua are a revelation. They prevail over crushing poverty to assert their creativity through drama, art and music. The two narrators, Carmen and Laura, and their group, are forced to come to terms with the crushing poverty that surrounds them, and the attendant resilience of human spirit. More importantly, they're able to grasp the connection between people of different countries and cultures.

It's an at-times moving documentary that has many small, telling moments, with the Canadian students interacting with their Central American counterparts in a natural, open way. Financed by Moore-Kilgannon and his mother, the documentary represents a labour of love, an attempt to piece together a view that isn't necessarily popular in this day and age.

"I want to give a broader social view as to what's happening there, not just show these kids playing music or performing," he said. "Which one of your kids is going to go to school out of five? Do you prostitute yourself? Those are the questions that you ask yourself there. The whole economic system is being transformed for the wealthy. Policies are focussed more and more on big business, export, and foreign investment. I'm not necessarily against that, it's just that it's not really solving the reality of poverty and suffering for the vast majority of people."

The film does a fine job of outlining



Scenes from Nicaragua: filmmaker Bill Moore-Kilgannon chronicles the lives of Nicaragua's poor; youngsters pose in front of a mural they've painted; street kids have a chance to express themselves through dance at an outreach program.

the suffering of the Nicaraguan people without reducing them to political symbols. It looks at the way normal, working people are dispossessed of their heritage and way of life.

"Instead of producing rice and beans for internal use, these countries are producing flour, cotton and coffee for external trade...this doesn't really help the people who live in the country."

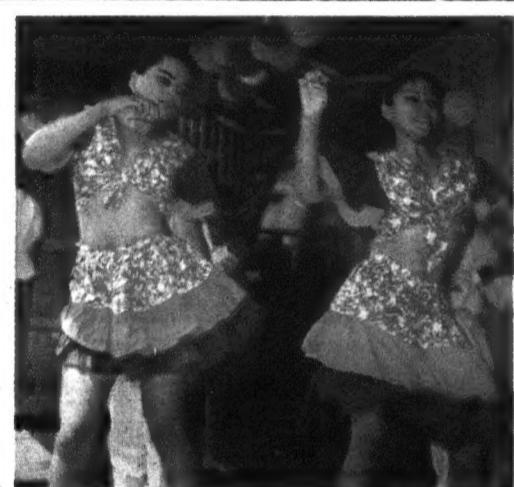
Moore-Kilgannon is busy editing his film, tightening up the elements of the narrative and looking at the process of distribution.

"I've been pitching the film, but the general consensus seems to be that people aren't interested, that people don't want to see this kind of thing. I would disagree."

Could he hope to recover his financial investment?

"Are you kidding?" he laughs.

"I'm looking at various options, I'm not just sitting back. As an educational



tool, through Internet sales, anything. But generally a TV station will only pay a few thousand dollars. That means you have to have a lot of sales."

Sounds like a small return for a great deal of work. But Moore-Kilgannon looks at it differently. "It's life, it's what we do to play a small part in chipping away at what goes on. Just to raise some awareness, maybe to inspire someone. If these kids can go forward with such creativity, such vitality, then we have no excuse ourselves." ■

Care and compassion where they're needed most

Disability care advocate earns a Killam

By Phoebe Dey

The line between Dr. Dick Sobsey's personal life and his professional work is about as fine as it can get. One of eight recipients of this year's annual University of Alberta Killam Professorship, Sobsey first became interested in improving the lives of disabled people while he was an attendant at several institutions in New York state, almost 30 years ago.

"There was a lot of abuse in those circumstances and when I joined the academic world I was surprised there wasn't a lot of academic or professional work on that problem," said Sobsey, who is director of the U of A's JP Das Developmental Centre. "So I did formal research on work that a lot of people knew about, but no one did anything."

Sobsey arrived at the U of A after receiving his doctorate—with a focus on special education of the severely handicapped—from West Virginia University in 1981. He continued to provide teachers and families with instruction on how to teach handicapped children, and he became personally involved with the subject of his work with the birth of his severely disabled son David, now 10. Since then, Sobsey has concentrated his research efforts on studying violence against disabled children. That decision, he says, has allowed him to distance his professional life from his personal life.

"In some ways I think having a kid of my own and wanting him to be safe makes me feel some of these issues are more urgent," said Sobsey. "In other ways, I want to be a dad and not a researcher or professor and I think that's why I've moved away from some issues like school inclusion or teaching and eating skills that he might be directly involved in. I'm happy to be at a distance—I don't want it to be confusing as a parent or a researcher."

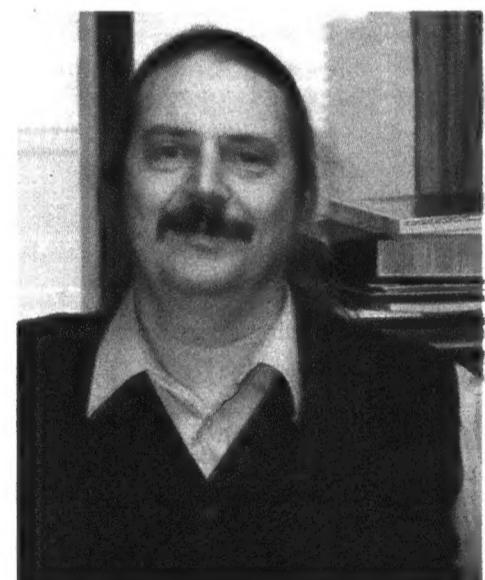
One thing that has hit home for Sobsey is the difference between reading and researching the subject of raising a disabled child and the actual act. "It does have some special challenges but it's not that different from raising other kids. Yes, the stress is there but as a parent of a disabled and an 'undisabled' child (Connie, 16), it's not always the disabled child that is stressful. For us, it's been less catastrophic and stressful than professionals make it seem."

Sobsey, whose other awards including

being named to the board of the American Association on Mental Retardation, is hoping to find other families with similar experiences. A new research project looks at families that are "doing well instead of falling apart," which is a departure from the negative stories often associated with raising a disabled child, he said.

Meanwhile, he continues to study more than 1,000 homicides of developmentally disabled persons—a large number of which are committed by parents or caregivers. And since he started researching this topic, he has witnessed improvements.

"Certainly there is a much greater recognition of the problem and there have been legislative changes at the federal level, and some at the provincial level as well, that are designed to give people more protection, particularly those in institutional settings," said Sobsey, adding that it has also become easier for disabled people to participate in the court process. "As long as there is some feeling



Dr. Dick Sobsey

that progress is being made, I find it encouraging."

The Killam Annual Professorships, established in July 1991, are awards based on scholarly activities such as teaching, research, publications, creative activities, presented papers, supervision of graduate students and courses taught, as well as service to the community beyond the university. ■

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events

AWA BANQUET

ACADEMIC WOMEN'S ASSOCIATION

Tuesday, April 24, 2001, 7:00 p.m.

Annual General Meeting of the Academic Women's Association/Woman of the Year Award Dinner. Papaschase Room, Faculty Club. Please contact Patricia Valentine, patricia.valentine@ualberta.ca, to join AWA and attend the AWA banquet.

BRUCE PEEL SPECIAL COLLECTIONS

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March 12 to April 30

From the shelves of the Bruce Peel Special Collections, selected examples of fine printing and graphic design spanning the years 1500-2000. Rutherford South.

CANADIAN COCHRANE SYMPOSIUM 2001

The Canadian Cochrane Symposium 2001 will be held in Edmonton, Alberta November 22-24, 2001. Location: Bernard Snell Hall. Times: 8:30 a.m. to 9:30 p.m. The Symposium will include presentations and hands-on sessions focused on the theme of "Marketing the Evidence" for good healthcare decision making. Speakers will cover the Canadian and International perspectives of this topic. Deadlines for submission of abstracts is June 15, 2001. For more information, please visit the Symposium website at: <http://www.ualberta.ca/CCNC/symposium2001>

CORPORATE CHALLENGE

An excellent opportunity to meet fellow staff, in addition to many people from various companies within Edmonton. A unique way to support and represent the U of A in a casual out-of-the-office atmosphere. Registration deadline: April 18, 2001. Games: May 25 to June 10, 2001. To obtain more information or to register, go to www.ualberta.ca/challenge

RETIREMENT PLANNING SEMINAR FOR ACADEMIC STAFF

The Office of the Vice-President (Academic) and Provost and the Association of Academic Staff of the University of Alberta (AAS:UA) invite members of the AAS:UA and their spouses to attend a two-day retirement planning seminar, facilitated by Rein Selles, President of Retirement/Life Challenge Ltd.

May 4-5, 2001, 8:30 a.m. to 4:30 p.m.

This seminar is in the format given in previous years; it is free and will be held in the Map Room, Lister Hall. Enrollment is limited and is encouraged for those not having attended previously. If you are interested in attending, please call Janice Forgues, 492-5321 or e-mail: janice.forgues@ualberta.ca. Deadline for registration is April 12, 2001.

UPCOMING LUNCH & LEARN PRESENTATIONS

Presented by the Health Recovery Support Unit, Human Resources. Location: Heritage Lounge, Athabasca Hall. Time: 12:00 p.m. to 1:00 p.m. Cost: Free!

April 9

Topic: "Humor."

April 11

Topic: "Communicating More Clearly."

April 17

Topic: "Our Many Voices."

Snacks and cold beverages will be provided! Seating is limited. To register or for more information contact: Sarah Treby, 492-0659 or email: sarah.treby@hrs.ualberta.ca or visit our website www.hrs.ualberta.ca/efap/news for an updated list of all workshops and other offerings.

LUNCH AND DISCUSSION WITH DENIS HALLIDAY

DEPARTMENTS OF SOCIOLOGY, POLITICAL SCIENCE, AND THE INTERNATIONAL CENTRE.

April 7, 12:00 noon

Denis Halliday, Visiting Lecturer (Swarthmore College, Pennsylvania) will be in Edmonton for two events. Professor Halliday is the former United Nations Director of the humanitarian "Oil for Food" programme in Iraq. He resigned from his 34 year career with the U.N. to protest the genocidal effects of 10 years of economic sanctions against the people of Iraq. Tickets \$10.00. Please phone 472-1135 to reserve tickets. Seating is limited. Stollery Business Centre (5th floor Business Building).

April 7, 7:00 p.m.

Topic: "Iraq, the real story: A talk by Denis Halliday." Tory Lecture Theatre #12. Free admission.

STANDARD FIRST AID/HEARTSAVER COURSES

The Office of Environmental Health & Safety has arranged for Standard First Aid/Heartsaver courses to be held on campus once again this year. The training is comprised of two full-day sessions (8:00 a.m. to 4:00 p.m.) with morning, lunch and afternoon breaks. The cost is \$80.00 per person. The first course will be held in early April and the last at the end of October. Registration is limited due to classroom size. For further information and registration forms please call Cindy Ferris at 492-1810 or e-mail cindy.ferris@ualberta.ca

OBSERVATORY

Campus Astronomical Observatory is open to the campus community and the general public every Thursday evening (except exam and holiday periods) beginning at 8 p.m. Entrance to the Physics Building is via the northeast door or via the V-wing. For information call 492-5286.

MUSIC

DEPARTMENT OF MUSIC

April 6, 8:00 p.m.

The University of Alberta Concert Choir. Debra Cairns, conductor.

April 8, 8:00 p.m.

The University Symphony Orchestra. Malcolm Forsyth, conductor with Janet Scott Hoyt, piano.

April 9, 12:00 p.m.

Noon-Hour Organ Recital. Free admission.

April 14, 8:00 p.m.

Master of Music Recital. Leanne Regehr, piano.

April 27, 8:00 p.m.

Faculty and Friends.

Unless otherwise indicated: Admission \$5/student/senior, \$10/adult. Convocation Hall, Arts Building. To confirm concert information, please call 492-0601.

PHILOSOPHERS' CAFÉ

UNIVERSITY OF ALBERTA PHILOSOPHERS' CAFÉ

Saturday, April 7, 1:30 p.m. to 3:00 p.m.

Topic: "Is School Science Education what it should be?" Guest scholar: Stephen Norris, Chair, Educational Policy Studies. Moderator: Bernard Linsky, Chair, Department of Philosophy. Place: Luna Loca, 8409 - 112 Street.

THEATRE

STUDIO THEATRE

March 29 to April 7

Studio Theatre proudly presents "Three Sisters" by Anton Chekhov and translated by Michael Frayn. All evening performances are at 8 p.m. Tickets are available at the Timms Centre Box Office from 12 noon to 5 p.m., Tuesday through Friday, or by calling 492-2495. "Three Sisters" is sponsored by The Edmonton Journal, Gourmet Goodies, and Global Television.

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talks

Submit talks and events to Cora Doucette by 9 a.m. one week prior to publication. Fax 492-2997 or e-mail at cora.doucette@ualberta.ca.

AGRICULTURAL, FOOD AND NUTRITIONAL SCIENCE AND DEPARTMENT OF MEDICINE

April 18, 11:00 a.m. to 12:00 p.m.
The Nutrition and Metabolism Research Group presents Dr. Carla Taylor, Associate Professor, University of Manitoba, "Dietary zinc and signal transduction: potential roles in immune function and insulin resistance." Classroom D (2F1.04) Walter Mackenzie Centre.

DEPARTMENT OF BIOLOGICAL SCIENCES

April 6, 12:00 noon
Robert B. Wielgus, "Minimum viable population and reserve sizes for naturally regulated grizzly bears in British Columbia." M-149, Biological Sciences Building.
April 6, 4:00 p.m.
Nick Hardin, "Signaling by the rho family of GTPases during Drosophila embryonic development." Room M-149, Biological Sciences Building.
April 9, 3:00 p.m.
Dr. Neil Adames, "Spindle Position and Checkpoint Control during Mitosis." M-149, Biological Sciences Building.
April 11, 3:00 p.m.
Dr. Nathalie Berube, "A transgenic mouse model for the ATRX gene implicated in X-linked mental." Room M-149, Biological Sciences Building.

April 20, 4:00 p.m.
Steven John Zimmerly, "Group II introns as retroelements: an inferred history of their spread and evolution." Room M-149, Biological Sciences Building.

BIOMEDICAL ENGINEERING

April 11, 5:30 p.m.
Dr. B.G. Fallone, "Image-guided Adaptive Radiotherapy at the Cross Cancer Institute." Room 231, Civil Electrical Engineering Building.

CANADIAN INSTITUTE OF UKRAINIAN STUDIES

April 10, 3:30 p.m.
Dr. Andreas Kappeler, University of Vienna, "Great Russians and Little Russians: Russian-Ukrainian Interrelations and Perceptions in Historical Perspective." Heritage Lounge, Athabasca Hall.

CENTRE FOR INTERNATIONAL BUSINESS STUDIES

April 10, 3:30 p.m.
Dr. Carter Tseng, US-China entrepreneur, and researcher with a specialty in e-commerce and internet security, will speak on "The future of the Internet World." Call John Doyle, 492-9108, or visit CIBS's page: www.bus.ualberta.ca/CIBS-WCER

DEPARTMENT OF CHEMISTRY

April 6, 2:00 p.m.
Professor William Lubell, visiting speaker from the University of Montreal, speaking on "Synthesis, Analysis and Application of Peptide Mimics that Control Conformation by Steric and Structural Constraints." Room V-107 Physics Wing.

notices

Please send notices attention Folio 400 Athabasca Hall, University of Alberta, T6G 2E8 or e-mail to public.affairs@ualberta.ca. Notices should be received by 3 p.m. one week prior to publication.

CHAIR REVIEW COMMITTEE: FACULTY OF ARTS

Dr. Janine Brodie's first term as Chair of the Political Science Department will end on December 31, 2001, and in accordance with University regulations a Review Committee has been established. Dr. Brodie has indicated that she intends to seek a second term in office.

The Review Committee invites comments from members of the University community on the Department of Political Science under the leadership of the current Chair. Comments should be addressed to Kenneth Norrie, Dean of Arts, 6-33 Humanities, and reach the Dean's Office by April 13.

ADVISORY REVIEW/SEARCH OF THE VICE-PRESIDENT (EXTERNAL AFFAIRS)

INPUT FROM THE COMMUNITY

On May 5, 2000, the Board of Governors approved a proposal to divide the current Vice-President (Research and External Affairs) portfolio in order to create two vice-presidencies: a Vice-President (Research) and a Vice-President (External Affairs). On July 1, 2000, Ms. Susan Green was appointed Acting Vice-President (External Affairs) until June 30, 2001. The Board and the GFC Executive have agreed that there be a review of Acting Vice-President Susan Green before a decision is made concerning a search. A Review/Search Committee has therefore been established in accordance with University regulations.

The Review/Search Committee believes it is essential that members of the University community have the opportunity to convey their views to the Committee. Individuals are welcome to express their view on the organizational structure of the portfolio; the priorities of the Acting Vice-President (External Affairs); current issues; leadership; and the future direction of the Office of Vice-President (External Affairs). In order to facilitate the Advisory Review/Search Committee's work, kindly send your

DEPARTMENT OF COMPUTING SCIENCE

April 9, 3:30 p.m.
Guang R. Gao, University of Delaware, speaking on "Can HOT Compilers Cool Chips?" Room B-02 Computing Science Centre.

DEPARTMENT OF ENGLISH, PETER ELBOW TALK AND WORKSHOPS

May 10, 3:30 p.m.
Topic: "What's Central in the Act of Writing?" Room L-1 Humanities Centre.
May 11, 9:00 a.m. to 12:00 noon
Topic: "Breathing Life into the Text: Using Performance and Voice to Teach Literature Collaboratively." Room L-1 Humanities Centre.
May 11, 1:00 p.m. to 4:00 p.m.
Topic: "High Stakes and Low Stakes in Assigning and Responding to Student Writing." Room L-1 Humanities Centre. Workshop space is limited. Please sign up by e-mailing: betsy.sargent@ualberta.ca

JOHN DOSSETOR HEALTH ETHICS CENTRE

April 20, 12:00 noon to 1:00 p.m.
Gary Goldsand, Clinical Ethics resident, Royal Alexandra Hospital, PhD candidate, University of Toronto, "In House Ethics Education: Evolving Perspectives." Room 207, Heritage Medical Research Centre.

HISTORY AND CLASSICS

April 10, 3:30 p.m.
Robin S. Gendron, PhD candidate in history, University of Calgary, "The French African Connection: French Africa and the Origins of the Canada-Quebec Dispute Over La Francophonie, 1960-1966." (Transportation kindly donated by Greyhound Canada). Room 1-9, Business Building.

PHILOSOPHY

April 6, 3:30 p.m.
Dale Dethurst, "Parallel Justice Systems or a Tale of Two Spiders." Room 4-29 Humanities Centre.
April 20, 3:30 p.m.
Edwin Mares, Department of Philosophy, Victoria University of Wellington, "How to Choose a Logic." Room 4-29 Humanities Centre.

PHYSIOLOGY

April 6, 3:00 p.m.
Gayle Hosford, graduate student, "Inhibition of alveolar development in the newborn rat lung." Room 207, Heritage Medical Research Centre.

SOCIOLOGY

April 10, 3:30 p.m.
Dr. Graeme Turner, professor of Cultural Studies and Director of the Centre for Critical and Cultural Studies at the University of Queensland, Australia. Topic: "Ethics, Entertainment and the Media." Room L-4, Humanities Centre.



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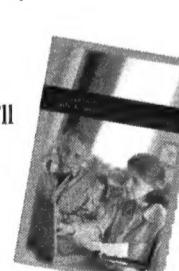
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The current salary for an assistant professor at the University of Alberta begins at \$43,738.

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Candidates are asked to submit a résumé no later than April 17, 2001 to:

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UNIVERSITY OF ALBERTA INTERNATIONAL INTERNATIONAL RELATIONS OFFICER

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Reporting to the Director, International Relations, the International Relations Officer (IRO) maintains relations and contacts key to furthering the strategic objectives of the University of Alberta in the Asia-Pacific region. The IRO (Asia-Pacific) is one of three IRO's working with UAI, each representing various regions of the world.

Responsibilities include:
Coordinating official visits and missions to and from the Asia-Pacific region, including communicating with senior administration and faculty representatives about mission/visit objectives, preparing itineraries and briefing materials, booking travel arrangements, and completing follow-up.

Managing networks of contacts related to the University's long-term partnerships and goals for the region.

Providing advice and contact information to faculties and administrative units within the University to assist in preparing proposals for funding and/or developing formal partnership agreements in the region.

Researching regional issues related to higher education and monitoring the political and economic activities of the region as they may affect University of Alberta interests and/or objectives.

Working with the Director, International Relations, the Associate Vice President (International), and other senior administrators to coordinate the University's strategic goals in the region.

Applicants must have post-secondary education supplemented with related practical experience. The successful candidate will require excellent communication skills with the ability to work in cross-cultural settings. Fluency in a language of the region (Mandarin, Cantonese, Japanese, or Korean) is required. Strong research, analytical and writing skills are necessary. Experience in the coordination of overseas missions and ability to handle complex logistical planning preferred. Computer literacy in word-processing and databases a must. Travel will be required. Candidates must also have a valid drivers' license.

This full-time Administrative/Professional Officer position has a salary range of \$36,000 to \$58,000 commensurate with qualifications and experience. Appointment will be for a one-year term with extension subject to performance and funding availability.

Letters of interest, including a résumé and names of three professional references should be submitted no later than Wednesday, April 11th to Marjorie Cayford, Executive Officer, University of Alberta International, 1204 College Plaza, 8215 – 112 Street, Edmonton, Alberta, T6G 2C8. Fax: 780-492-1488. E-mail: marj.cayford@ualberta.ca. Applicants are thanked in advance for their interest, however only those candidates selected for an interview will be contacted.

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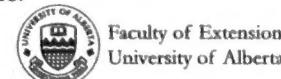
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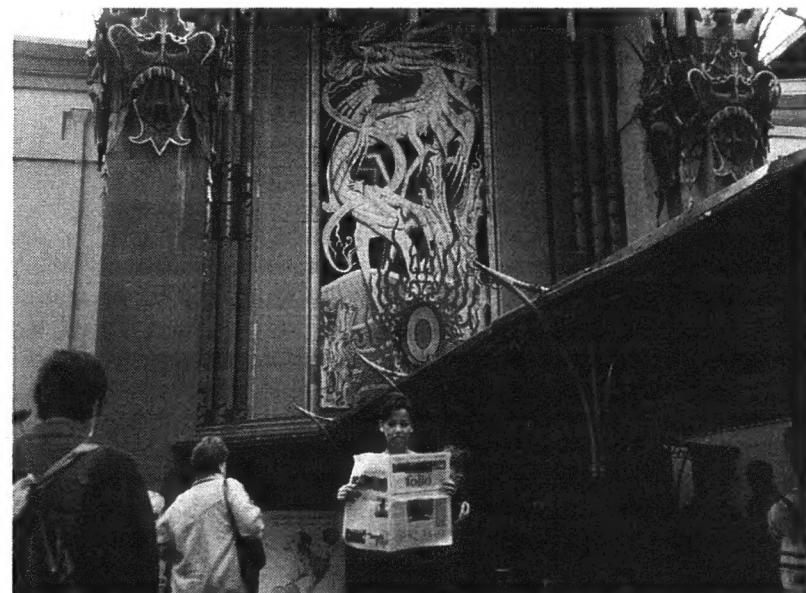
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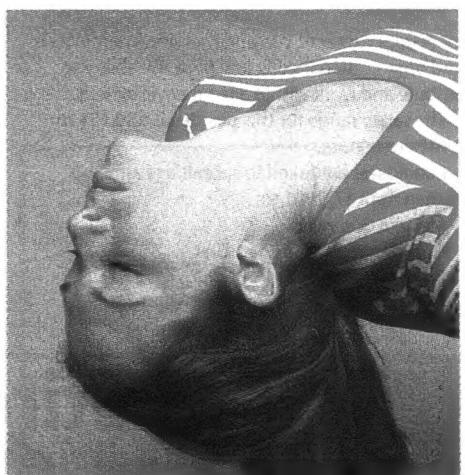
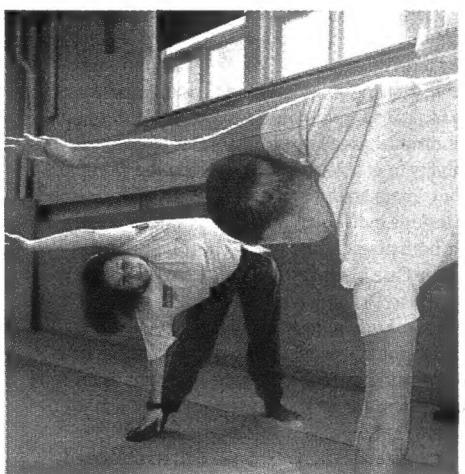
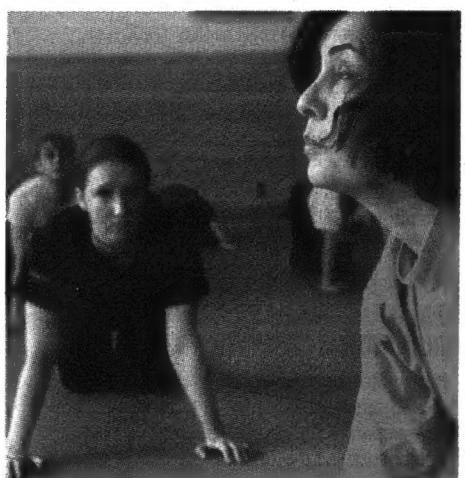
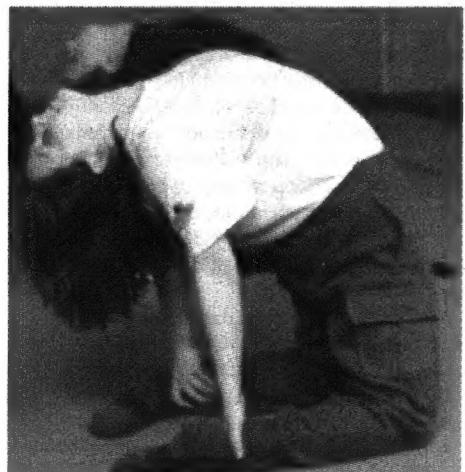
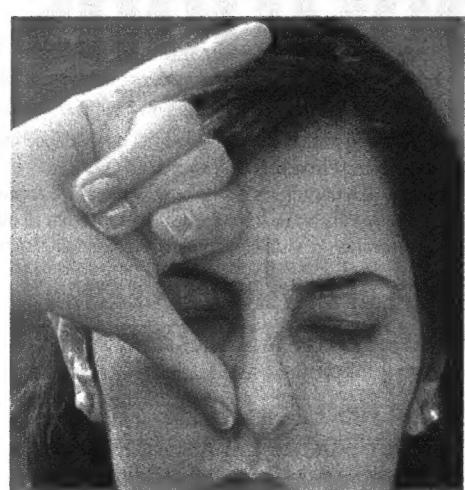
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AN Academic



Posture A credit course in Yoga

By Gilbert A. Bouchard

You can't help but notice the irony of the situation. The padded Van Vliet Centre Combatives Room, where Professor Indira Saroya teaches the movement portion of her Yoga course, has an incredibly loud heating system.

Now, you might think this pervasive noise would be an obstacle for a class dedicated to teaching an ancient system of meditation and focusing exercises, but for Saroya, it's a teaching opportunity. "Yoga is not merely about fitness or a series of exercises," the professor says of the 6,000 year-old discipline that rose out of India as one of six systems of Hindu philosophy. "It's about giving us our own internal environment, our own inner space."

Given that the aim of the system is to unify mind, body and spirit and to create a sense of total self-mastery via its slow, rhythmic body movements, controlled breathing exercises, and

complete relaxation, overcoming a noisy boiler is a piece of cake.

For this particular class, Saroya, a Hatha Yoga (physical yoga) instructor for 25 years, walks the students through a variety of different yogic stances, starting with the sun salutation warm-up.

The students—11 women and four men—spread out across the room for these opening four sets while Saroya goes about the room giving individual feedback. The atmosphere is casual, with a widely eclectic dress: classic gym sweats to baggy jeans and sweat shirts. One student, a compact young man, chews gum while he flawlessly goes through his paces—including a showy free-style handstand.

While one may not know the names of the moves the students execute, one has certainly seen them before, with the popularity of yoga and yoga-based fitness courses soaring. For example,

Mel Gibson was holding a stance called "the cobra pose" in endless previews of his latest film, *What Women Want*.

After the warm-up, Saroya effortlessly leads the class in what must be a grueling non-stop exercise program.

Saroya—a dedicated student who started yoga studies as a child in India under the wing of numerous gurus, including His Holiness Swami Chidananda, lectures while she seamlessly executes the long series of poses, never missing a beat, even when she bends deeply at the waist and touches her palms flat to the ground.

As for the students, motives for taking the course are as varied as their take on the lotus position. Lenka Tocko says it's about reducing stress levels and looking for a greater balance in her physical education studies, while "B-Boy" Mike Martindale asserts it's about finding new ways to improving his break-dancing abilities.

"I'm looking to learn new ways of body control," the physical education student says. "I want to get more patience, more control and develop the mental aspect of the eastern discipline."

To Martindale, yoga studies—centred on slowness and focus—are the other side of the physical coin to the more aggressive, far sharper and more flowing break-dancing moves.

At the end of the class, which winds up with the deeply relaxing corpse pose, students leave the Combatives Room feeling invigorated. And, as the class is one of two for-credit yoga classes offered at the university, they've just completed a most pleasant form of study. ■

Indira Saroya's students practice the finer points of yoga. Clockwise from top: Downward Facing Dog, Cleansing Breath, Camel Pose, a Sun Salutation pose, Triangle Pose, and Inclined Plane Pose.

Photos: Chul-Ahn Jeong



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